DOCUMENT RESUME

ED 184 058 CS 005 270

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TITLE Enrichment for Everyone: Teaching Reading with the Triad Model.
PUB DATE [77]
NOTE 14p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; *Content Area Reading; Curriculum Enrichment; Elementary Education; *Enrichment Activities; Gifted; Grade 5; *Instructional Development; *Reading Instruction; Reading Skills; *Teaching Methods

ABSTRACT

The Enrichment Triad Model, developed by Joseph Renzulli, interrelates three kinds of learning activities to match student interests and preferred learning styles to experiences outside the regular curriculum. Two of the learning activities are appropriate for all learners, while the third is especially suitable for students capable of superior performance in a particular area. General exploratory activities provide students with experiences extending from the regular curriculum to stimulate involvement at higher levels. Activities of this type might include field trips, exposure to resource people, and library browsing. Activities in the second prong of the triad model are group training activities that expand the thinking and feeling processes of children, equipping them with skills for dealing with new problems. Examples of these activities are training exercises in the techniques of critical and creative thinking, inquiry training, and values clarification. Type three enrichment activities are individual investigations of real problems that involve the learners in areas of their own choice. (RL)

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ENRICHMENT FOR EVERYONE: TEACHING READING WITH THE TRIAD MODEL

The attached article describes an application of the ENRICHMENT TRIAD MODEL developed by Joseph Renzulli to help reading teachers achieve differentiation of instruction. The example presented is in the career education area and springs from a unit in a current fifth-grade basal reader series.

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ENRICHMENT FOR EVERYONE: TEACHING READING WITH THE TRIAD MODEL

The differentiation of instruction to accommodate all learners in an elementary classroom, including the most able students, requires a resourceful teacher. Instructional models designed for this purpose can be useful guides in the development of qualitatively different programs for varying student abilities. Joseph Renzulli's ENRICHMENT TRIAD MODEL (1977) shows promise as an aid for teachers who are attempting to accomplish this differentiation, and it may be worthwhile to experiment with its application in the teaching of reading.

Renzulli defines "enrichment" as experiences beyond the regular curriculum. He believes that students' interests and preferred learning styles should be the cornerstones for such activities, insuring highly motivated learners. His enrichment model offers solutions for at least two problems which seem to be on the minds of educators at the present time: (1) The concept of individualization often involves self-pacing without any differences in content, learning style or teaching strategies; and (2) Much of what is being done for gifted learners should also be beneficial for all students. Renzulli's model interrelates three kinds of learning activities, two of which are appropriate for all learners, and a third which is especially suitable for students capable of superior

performance in an area. Type One enrichment (GENERAL EXPLORATORY ACTIVITIES) provides students with experiences beyond (but frequently extending from) the regular curriculum and exposes them to a variety of topics, stimulating involvement at a higher level in areas of interest. Interest centers, field trips, exposure to resource people, library browsing and group discussions are typical Type One activities. Type Two enrichment (GROUP TRAINING ACTIVITIES) intends to expand the thinking and feeling processes of children and equip them with skills for dealing with new problems. The activities consist primarily of training exercises in the techniques of critical and creative thinking, inquiry and value clarification. Type Three enrichment (INDIVIDUAL INVESTIGATIONS OF REAL PROBLEMS) involves learners in first-hand inquiry in areas of their own choice.

A specific example of the application of the ENRICHMENT TRIAD MODEL to reading instruction is presented here to assist teachers who are interested in experimenting with strategies for teaching children at various levels of the reading skill continuum, including the gifted reader. Perhaps the model can be a useful vehicle for expanding the basal reading program to meet the needs of all learners within a classroom more effectively.

A career episode in a fifth grade classroom might begin with the

unit on non-print media in one of the current basal reading programs(Weiss,1977). Among the lessons in the textbook for this unit are two articles: "Filmstrip Makers" and "Photographing the World." Several careers related to the production of filmstrips are described in the articles, including artist, author, editor, photographer and chemist. Type One - GENERAL EXPLORATORY ACTIVITIES can be introduced by the teacher through an interest center designed to present more information about one or more of these fields. The teacher's selection of careers on which to build the center might be based upon the proximity of resource people, involvement of a parent in the field, availability of related observations in the community, or special interests within the classroom.

At least four kinds of Type One enrichment activities can spring from this basal reader unit:

(1) A CAREER INTEREST CENTER

This could be as simple as a collection of children's trade books, including informational books about the field, biographies of people working in it, and "how-to-do-it" books related to the area. For example, a teacher planning these enrichment activites might choose the career of photographer to use as the basis of an interest center. The subject file of an elementary school library card catalog should yield such

children's trade book titles as these for use in an interest center on photography for children of age 10 and up:

Glassman -- HOCUS FOCUS (Watts, 1976)
Glubok -- THE ART OF PHOTOGRAPHY (Macmillan, 1977)
Holland -- HOW TO PHOTOGRAPH YOUR WORLD (Scribner,1974)
Jacobs -- INSTANT PHOTOGRAPHY (Lothrup, 1976)
Jacobs -- YOU AND YOUR CAMERA (Lothrup, 1971)
Langford -- STARTING PHOTOGRAPHY (Hastings, 1976)
Leen -- TAKING PICTURES (Holt, 1977)
Noble -- CAMERAS AND COURAGE:BOURKEWHITE (Messner, 1973)
Noren -- PHOTOGRAPHY:HOW TO IMPROVE YOUR TECHNIQUE (Watts, 1973)
Olney -- PHOTOGRAPHING ACTION SPORTS (Watts, 1976)
Steinberg -- PHOTOGRAPHY (Lerner, 1974)
Webster -- PHOTO FUN: AN IDEA BOOK FOR SHUTTERBUGS (Watts, 1973)
Weiss -- LENS AND SHUTTER (Young Scott, 1971)

Children browsing in this center may generate ideas about materials they could add to enrich the center and should be encouraged to do so.

(2) A FIELD TRIP

After all students have been exposed to the photography interest center in the classroom, the group might observe a photography studio and visit with a photographer at work. A logical focus for a follow-up discussion after this experience would be on careers springing from hobbies

and special interests.

(3) AN INTEREST SURVEY

Following their experiences with the field of photography, children may be inspired to explore their own interests. The Renzulli Interest-A-Lyzer (1977) is a suitable instrument for teachers to offer their classes for this purpose. The Interest-A-Lyzer is a questionnaire designed to help children think about the things they like to do now and would like to do if given the opportunity. Most of the items are "Let's pretend" questions which indicate what choices children would make in certain imaginary situations, such as:

> Pretend that your class has decided to put on a play to raise money for a class trip. Each person has been asked to sign up for his or her first, second, or third choice for one of the jobs listed below. Mark your first choice with a 1, second choice with a 2, and third choice with a 3...
>
> Pretend that your class is going to take a trip to a large city. After visiting the zoo, the historical sites and going to a sports event, each student can choose one place where he or she can spend an entire afternoon. Mark your first, second and third choice...

After completing the Interest-A-Lyzer individually, children can interpret their responses in small group discussions. (Renzulli

urges that teachers using the instrument allow children maximum freedom about how and with whom their answers are discussed.) After reviewing the Interest-A-Lyzer responses of each learner, teachers are better prepared to facilitate small group discussions, further exploration, problem-focusing, and interest-area grouping.

(4) A BRAINSTORMING SESSION

A list of the major fields of interest of children in the class, according to the Interest-A-Lyzer data, can be compiled by the teacher and introduced to the group for the purpose of instigating a career brainstorming episode. The list can be approached item-by-item or as a whole to generate ideas, through the use of a few questions like these:

> To what careers might each of these interests lead?
> What sources can we use to find other careers related to each of these interests?
> To whom can we go to ask questions about each of these careers?
> What questions should we ask these people about their careers?

After looking back over their brainstormed responses together, the class should evaluate them for relevancy and eliminate those judged inappropriate. The ideas produced through this brainstorming process can provide the basis for entering into the second kind of enrichment activities.

Type Two activities (GROUP TRAINING) differ from learning situations in which the objective is to acquire knowledge of specific facts or generalizations in a content area, for they are designed to develop the processes which equip the learner to deal with that content. These are the cognitive and affective behaviors defined and classified by such systems as the Taxonomies of Educational Objectives (Bloom,1956 and Krathwohl,1964) and Guilford's Structure of the Intellect Model (1967). This process-training and creative thinking practice can be facilitated by experiences unrelated to specific content as well as activities relevant to selected interests and curriculum areas.

Activities Unrelated to Specific Content Areas

There are excellent process-training resources available to teachers for preparing children to become problem-solvers, inquirers, and creative thinkers. Some of these materials provide simulation experiences to develop fluency, flexibility, elaboration and/or originality, while others furnish actual tools for students to use in inquiry. Among them are:

Burns, Marilyn. THE BOOK OF THINK, or HOW TO SOLVE A PROBLEM TWICE YOUR SIZE. (Little, Brown, 1976).

Children are exposed to new ways of thinking and problem-solving through activities involving them in estimating, imagining,

puzzle-solving, list-making and other mental exercises.

Harmin, Merrill. PEOPLE PROJECTS. (Addison-Wesley, 1973).

Activity cards are designed to help groups of children (Series A:9-11; Series B:10-12; Series C:11-13) sharpen their thinking skills, develop abilities for self-direction, take initiative in problem-solving, and mature in value thinking.

Kaplan, Sandra, et al. THE BIG BOOK OF INDEPENDENT STUDY. (Goodyear, 1976).

Through fourteen basic activities, children in upper elementary grades learn these research skills on their own: Selecting and Defining a Topic; Collecting and Organizing Information; and Sharing, Extending and Record Keeping. The book contains materials for setting up a learning center for teaching independent study skills and creative thinking.

Mullaney, Mary Pat. CREATIVE LANGUAGE PROJECTS. (Milliken, 1973).

Twenty-eight duplicating masters provide short, informal exercises in creative thinking, stressing in particular the skills of fluency and originality.

Renzulli, Joseph, et al. NEW DIRECTIONS IN CREATIVITY. (Harper and Row, 1977).

This non-graded program of open-ended creativity training activities is useful in grades K-8. Five levels of duplicating masters (Mark A,B,1,2 and 3) promote fluency, flexibility, elaboration and originality in thinking. Mental exploration is inspired through the learning of strategies for problem-solving and idea-generating.

Stanish, Bob. SUNFLOWERING: THINKING, FEELING, DOING ACTIVITIES FOR CREATIVE EXPRESSION. (Good Apple, 1977).

Experiences in higher-level thinking help children learn transforming and altering strategies for processing information.

Symonds, Martha. THINK BIG! SPECIAL PROJECTS FOR CREATIVE THINKING. (The Learning Works, 1977).

In learning activities designed to encourage creative problem-solving approaches, some of the cognitive skills emphasized are: applying, synthesizing, inferring, predicting, classifying, analyzing and evaluating.

Weitzman, David. MY BACKYARD HISTORY BOOK. (Little, Brown, 1975).

While participating in history-exploring activities of interest to them, students learn to keep records; make charts, maps and graphs; and carry out original investigations.

Activities Relevant to the Special Career Interests in the Classroom

Individual and class projects generated from the questions raised during the Interest-A-Lyzer brainstorming session can provide the real purpose for learning process skills. For example, children might agree that, because of the considerable amounts of time and effort involved in answering the questions raised in their discussion, it would be a good idea to package the results of their research for the school library. Such a project would provide a needed resource for other students in the school who are seeking career information. If each child were to select a career to investigate, using the procedures and ideas from the brainstorming session as a starting point, a valuable career library of student-produced materials could be developed.

This experience would differ importantly from the usual exercise of

report-writing in that the end products would be collections of first-hand information about a career, gathered from interviews, written requests and observation, as well as the reading of various sources. Rather than regurgitating facts from the reading of a book or two, students would be searching out people, pamphlets, pictures, articles, and book lists as they produced a career packet or pocket folder for their library. In order to carry out a project of this kind, children would need to learn the techniques of inquiry and become acquainted with a variety of sources of information. In order to develop a suitable list of children's trade books related to a particular career, for instance, the learner might go beyond the card catalog of the school library to find all the available books in print listed by subject in the catalog of one of the major book suppliers.

Some aspects of the career library project can be categorized as Type Three enrichment (INDIVIDUAL INVESTIGATIONS OF REAL PROBLEMS), according to Renzulli's criteria: (1) The students are first-hand inquirers, gathering and using raw data rather than simply reporting the conclusions of others, (2) Their inquiry activity is directed toward a real product and audience, and (3) They have the opportunity to formulate the methods by which the information will be gathered. Type Three enrichment beyond this level might involve students in applying the thinking-feeling processes

to real situations and/or require problem-focusing and long-term participation.

While Type Three experiences at this high level of involvement are probably not appropriate for most children in a classroom, there may be a few learners who are interested in and capable of actually working with a professional in their chosen career field for a time, or focusing upon and attempting to solve a real problem related to the career. Teachers who wish to nurture this level of enrichment have the responsibility of providing methodological and managerial assistance (opening doors for the students) and helping children find appropriate outlets for their creative work.

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